

Katanning Senior High School



Business Plan

2023 - 2025



OUR SCHOOL

Katanning Senior High School is a unique and distinctive secondary school in the heart of the Great Southern region of WA. At our school, students can engage in a challenging and comprehensive educational program within a caring and nurturing school. Students' academic and social needs will be met within a school that values Respect, Achievement, Perseverance, and Tolerance.

Katanning Senior High School's community is culturally diverse. We celebrate and respect individual differences and work in harmony to ensure success for all students.

We offer the Follow the Dream tertiary aspirant program to improve Aboriginal learning outcomes. Aboriginal boys may join the Clontarf Football Academy Program to improve their educational outcomes, life skills, and employment prospects. The Waalitj Foundation Deadly Sista Girlz program supports Aboriginal girls in forming positive connections, identities, and relationships.

Student health and well-being is a priority. Our experienced Student Services Team provides additional

OUR BUSINESS PLAN

The School leadership Team has developed the Business Plan in consultation with all staff and the School Board to create successful pathways for all students. The Business Plan will be supported by a Strategic Operational Plan that details how each priority will be established. The KSHS Business Plan is aligned with the Department of Education's Strategic Plan. Our moral purpose of working together to enable success for all students is embedded in the Department's strategic direction.

support to meet each child's social and emotional needs. The team includes the school Psychologist, Chaplain, Nurse, Aboriginal and Islander Education Officers (AIEO), and Student Support Officers who work with one Program Coordinator for Lower School and one for Senior School. Students can participate in extracurricular activities such as Bush Rangers, cultural activities, and various sporting opportunities, including Country Week and regional competitions. We value student leadership and provide many opportunities for students to develop these skills.

All students complete a comprehensive curriculum. After-school homework classes and individual tutoring are also available to support academic excellence for all students.

Senior School students may select from a range of face-to-face and online ATAR courses through the School of Isolated and Distance Education (SIDE) or UniReady program delivered in partnership with Curtin University.



OUR VISION

At Katanning Senior High School, our students are encouraged to be socially responsible citizens who respect themselves and others and actively and positively contribute to our community. We challenge students to excel in academic, social and civic interactions in a diverse and multi-cultural school.

MORAL PURPOSE

At Katanning Senior High School, we work together to enable success for all students

ASPIRATION

Improve student outcomes in NAPLAN, OLNA, WACE from 'below or at like schools' to 'at or above like schools' and increase regular attendance

POSITIVE BEHAVIOUR SUPPORT VALUES

Respect - Treating people, places, and property with courtesy and care

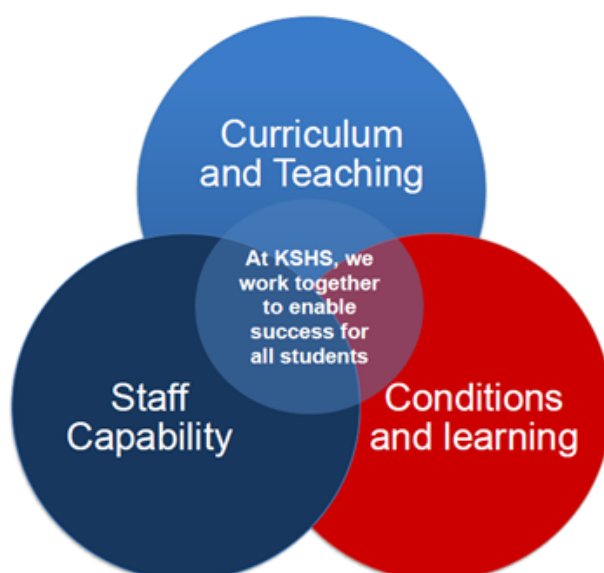
Achievement - Striving to always to your best

Perseverance - Continuing to try when faced with challenges

Tolerance - Being kind, and inclusive to yourself and others



KSHS Priorities 2023 - 2025	DoE Strategic Directions for Public Schools 2020 - 2024
Curriculum and Teaching	<ul style="list-style-type: none"> • Provide every student with a pathway to a successful future. • Strengthen support for teaching and learning excellence in every classroom.
Conditions for Learning	<ul style="list-style-type: none"> • Partner with families, communities, and agencies to support the educational engagement of every student. • Use evidence to drive decision making at all levels of the system.
Staff Capacity	<ul style="list-style-type: none"> • Build the capacity of our principals, our teachers, and our allied professionals. • Support increased school autonomy within a connected and unified public school system.



FOCUS AREA 1
Curriculum
and
Teaching

HIGH QUALITY TEACHING AND LEARNING IS
EVIDENT IN ALL CLASSROOMS

Objectives:

- 1.1:** Increased consistency of teaching practices across cohorts and classes through the use of a Whole School Instructional Model (WSIM).
- 1.2:** High Impact Teaching Practices are used predominantly across the school.
- 1.3:** Improve student achievement in literacy with an emphasis on reading.
- 1.4:** Implement successful intervention programs for students at educational risk.
- 1.5:** Effective use of data to track student progress.

Initiatives:

- A1:** Develop a Whole School Instructional Model that includes lesson design and delivery, engagement norms and delivery protocols.
- A2:** Implement teaching strategies that have proven to have the highest impact on learning.
- A3:** Implement a whole school approach to improving literacy with an emphasis on reading.
- A4:** Establish appropriate school and classroom level programs and practices that will help meet individual student needs.
- A5:** Develop and implement school-wide processes for collecting data for use in decision making at all levels, particularly informing classroom practice.

FOCUS AREA 2
Conditions for Learning

A POSITIVE CULTURE THAT PROMOTES ENGAGEMENT AND WELLBEING IS EVIDENT IN ALL AREAS OF THE SCHOOL.

Objectives:

- 2.1: Increase student regular attendance.**
- 2.2: Positive behaviour is evident in all areas of the school.**
- 2.3: High levels of student engagement are evident across the school.**
- 2.4: Positive relationships exist within and between staff and students.**

Initiatives:

- B1: Consolidate Positive Behaviour Support (PBS) implementation across the school.**
- B2: Expand the use of the 'student voice' in decision making.**
- B3: Increase the consistent use of the agreed Classroom Management Strategies and continue to upskill staff.**
- B4: Review attendance policy and procedures, including case management approach for non-regular attenders, and communicate to students and families.**
- B5: Broaden pastoral care provision, enhance Student Services communication channels, and develop quality relationships with parents.**
- B6: Review and revise engagement programs for at risk students.**
- B7: Identify and implement initiatives that foster positive relationships.**

FOCUS AREA 3
Staff
Capability

A HIGHLY CAPABLE AND WELL LED STAFF BRING ABOUT THE BEST OUTCOMES FOR STUDENTS.

Objectives:

- 3.1: Develop leadership capability in both current and emerging leaders.**
- 3.2: Align Performance Management and Development to the school priorities and practices.**
- 3.3: A culture of professional growth and accountability is established.**

Initiatives:

- C1: Improve role clarity and strengthen accountability protocols.**
- C2: Embed a performance and development culture where staff regularly and actively reflect on their work and strive for improvement.**
- C3: Implement coaching, observation and feedback protocols and processes to support staff development and growth.**
- C4: Develop and regularly revisit the shared moral purpose with all staff/students/community.**
- C5: Refine data collection and analysis processes that inform school improvement planning.**
- C6: Refine induction processes to include mentors, collegiate partners, checking in processes etc.**

REVIEW PROCESS

KATANNING SENIOR HIGH SCHOOL'S IMPROVEMENT CYCLE HAS THREE COMPONENTS

Katanning Senior High School will:

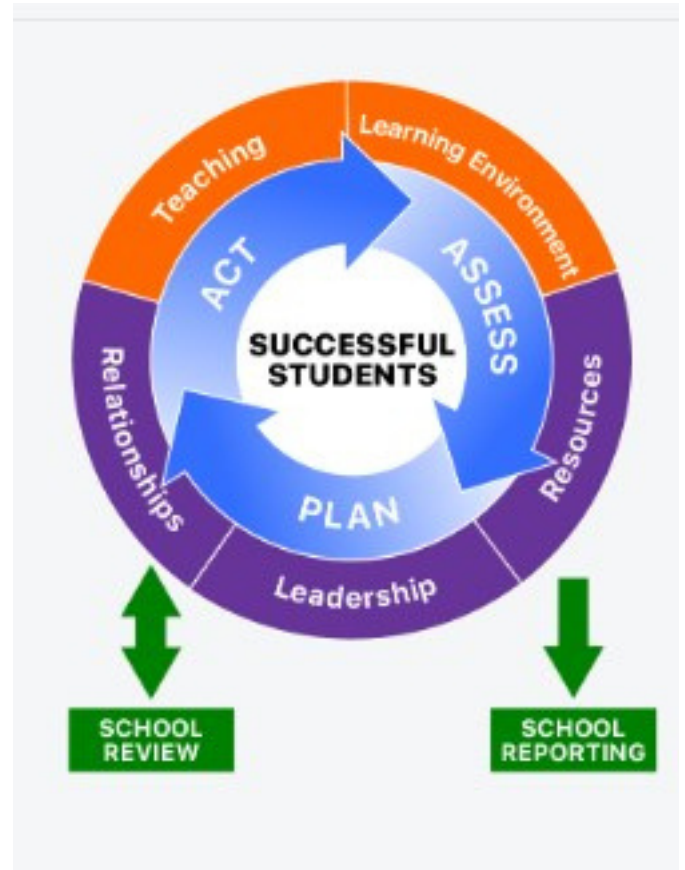
Assess data and other evidence related to student achievement and school operations

Plan to improve the standards of student achievement and

Act to implement planned strategies

The school improvement cycle is an ongoing process. The three components should be seen as dynamic and interactive. The school will undertake an ongoing self-assessment and reflective process based on the self-review questions.

- How are we going? (Judgement)
- How do we know? (Evidence)
- What are we doing to improve? (Planning)



How we will measure our success:

Key Performance Indicators (KPIs)

Our school aspires to improve student outcomes in NAPLAN, OLNA, and WACE from below or at like schools to at or above like schools and increase regular student attendance. The following KPIs will be used to measure our progress.

	Metric used to measure progress	2024 Target	2025 Target
KPIs for Overall Aspiration	Year 9 NAPLAN average scores in Reading	Above Like Schools	Above Like Schools
	Year 9 Below National Minimum Standard Reading	Below Like Schools (24%) (2% Decrease)	At Like Schools
	Year 9 NAPLAN average scores in Writing	At Like Schools	Above Like Schools
	Year 9 NAPLAN average scores in Numeracy	Above Like Schools	Above Like Schools
	Prequalification Year 9 OLNA	At Like Schools (2% Increase)	At/above like Schools
	Qualification Year 9 OLNA (all three categories)	23%	25%
	Qualification Year 10 OLNA (all three categories)	Above Like Schools (30%) 3% Increase	Above Like Schools (33%) 3% Increase
	Qualification Year 11 (all three categories)	47.8% (3% Increase)	50.8% (3% Increase)
	Qualification Year 12 (all three categories)	Above Like Schools (64.2%) 3% increase	Above Like Schools (67.2%) 3% Increase
	WACE Achievement	Below like Schools (65%) 5% Increase	Below/At like School (70%) 5% Increase
	Regular Attendance	35%	40%
	Unauthorised Absences	58%	55%



PBS Matrix

Respect

Treating people, places and property with courtesy and care

- Wear school uniform
- Use polite, positive language
- Be considerate of other's personal space and property
- Care for our environment
- Use equipment and facilities appropriately

Achievement

Striving to always do your best

- Strive to excel
- Follow staff instructions
- Speak and act with integrity
- Follow safety instructions

Perseverance

Continuing to try when faced with challenges

- Attend school every day
- Ask for help when you need it
- Follow the rules

Tolerance

Being kind and inclusive to yourself and others

- Be kind to others and mindful of their feelings
- Accept and understand differences
- Treat others how you would like to be treated
- Offer assistance to others



All the time

Class time

Breaks

- Be on time to class
- Allow others the opportunity to learn
- Ask permission before moving seats in class

- Stay in designated areas

- Be organised and ready for learning
- Complete all tasks to the best of your ability
- Be responsible for your learning

- Eat and play in designated areas
- Play fairly, safely and sensibly



- Have a go at all set tasks
- Collaborate in activities and group work
- Reflect and accept feedback to improve

- Ask to join in activities

- Show patience to all
- Include and support one another
- Be open to new experiences

- Include others and allow them to join in
- Resolve conflicts positively

We work together to enable success for all students

Dec '23





KATANNING SENIOR HIGH SCHOOL

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